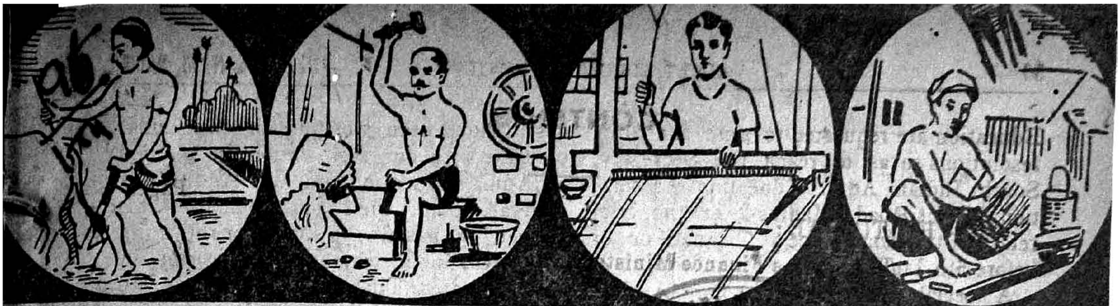

ADULT EDUCATION REVIEW

Hon. Editor. Sri. G. Harisarvottama Rau. M.A.
Asst. Editor. Sri. S. Airavatham.

VOL. V] DECEMBER, 1953 [No. 2

The epics have played a Magnificent part in Adult Education and Social Culture

When ideas and plans relating to Adult (Social) Education are expounded in the parlance of the countries of Europe and that of the United States of America, the average Indian student is apt to think that, like Democracy, Adult (Social) Education is a new plant.

That is not so. Adult Education in India is as ancient, deep-rooted and extensive as her epics, the Ramayana and the Mahabharata.

More than 80 per cent of adults may be illiterate but not even one per cent is ignorant. The epics have percolated the mass mind; they have been holding sway from time immemorial over millions of hearts and moulded and shaped the national culture of India.

S. A.

SIAEA

EACH ONE TEACH ONE

PUBLISHED BY T.J.R.GOPAL
E SOUTH INDIAN ADULT EDUCATION ASSOCIATION, MADRAS

CONTENTS

	Page.
1. EDITORIAL:	
The Madras Finance Minister on Literacy ...	19
2. Training of Social Education Workers for India ...	21
3. The God in the adult must be awakend ...	25
4. Adult Education in the United States ...	28
5. The Ninth South Indian Adult Education Conference ...	29

OFFICIAL REPORT READY

First South Indian Regional Seminar on Adult Education held at Adyar in April 1951

PRICE: RS. 2–8–0 THICK WRAPPER
" " 2–0–0 THIN "

Copies can be had from the Organising Secretary:

The South Indian Adult Education Association,

10, Narasingapuram Street, Mount Road, Madras-2.

ADULT EDUCATION REVIEW

MONTHLY JOURNAL OF

The South Indian Adult Education Association, Madras.

(All Correspondence should be addressed to the Organising Secretary.)

Vol. V | DECEMBER, 1953. | No. 2

EDITORIAL

The Madras Finance Minister on Literacy.

On the 22nd of November last the members of the South Indian Adult Education Association were 'At Home' to Sri C. Subramaniam, the Finance Minister of the present Madras State who since the separation of Andhra has taken charge of Education. Replying to appreciative references to him, he went into the question of Adult Education and also Adult Literacy. He mentioned a large number of considerations which must guide a Finance Minister, and tried to divest himself of the responsibilities of the Education Minister combined in him. He postulated that he had to consider priorities. He expressed the view that children's education should get priority. Until the needs of that education were met Adult Education should wait. Even if there should be some funds available for Adult Education that should not be spent on Adult Literacy but on other items of Adult Education. These are opinions so often repeated by reactionary elements in society. We should not have taken note of them except for the fact that Sri Subramaniam plays to-day the combined role of Finance Minister and Education Minister in the Madras State which has maintained for five years Adult Education Centres with a strong bias for literacy. How does he consider that children's education will prosper without the parents being educated? He has a literate environment of a high order in his house for his children. Should he deny the same to his poorer and more unfortunate brother and shut out to the oppressed and depressed men's children equal opportunities of a literate and educated home? In days of Adult Franchise this is really un-understandable.

In the next place, who are the architects of current Indian life—economic, social and political? To-day's urchins do not shape the destinies of our land. It is the grown-ups with the adult vote and hungry stomachs that mould our current life. If they are asked to look on while the small literate minority monopolises power what a danger they may be for the country let Sri Subramaniam comtemplate. Not

merely that. The very betterment of the economic status and condition of the ordinary man is dependent in the modern world on the growing knowledge that he can acquire from day to day by self-education. The case for Adult Education of all kinds is irresistable under our conditions of national progress. To talk lightly of the adult as being nearer the grave than the child and therefrom jump to the conclusion that the adult does not require education along or in priority to the child is to engage in cheap, sneerful argument, and no more. No Adult Educationist has ever denied the vital importance of children's education, and it is partly for the advance of that education itself that Adult Education is pressed. We may here point out that if the Madras Government do not improve the knowledge and through it the economic status of the craftsman, agricultural and professional pnrents of children in villages, the new educational policy adumbrated by them stands to fail ignominously. Let not Ministers try to escape from their responsibilities in this matter and speak of fictitious priorities. There is nothing absolute about priorities; for, life is a complex of all human activity which must develop all along the line.

It has become a fashion to-day with socially conservative people to talk flippantly of Adult Literacy without understanding the real issues involved. It is no doubt true that at one stage literacy was understood as a mechanical recognition of letter symbols. This type of literacy which was, and has been, in vogue for children was at one stage advocated for grownups. That is being attempted by some people even today who do not consider the illiterate adult different from the child. We have moved, however far, far from this position, and to-day Adult Literacy is literacy that would fit the adult for self-education; for it has been amply realised that the adult in to-day's advanced societies does not respond to mechanical processes of teaching mere letter symbols. His life's purposes must be answered. So, time and labour have been spent in research and methods have been and are being evolved to make the adult's composite personality respond. If further progress has to be made in that direction, let Ministers provide the wherewithal for it. At any rate let them not decry literacy, which is the only means to self-education in the modern world and the only safeguard against the deception practised by an appreciable section of the literate minority against the unfortunate illiterate brethren who form the majority of the population.

—

Await Early Release:

"WOES OF AN ILLITERATE"

[படியாதவர் படும்பாடு]

Training of Social Education Workers for India

Fourth National Seminar Proceedings

The Fourth National Seminar on the Training of Social Education Workers was inaugurated by H. E. Shri R. R. Diwakar, Governor of Bihar, at 5 p.m. on 22nd October 1953 at a public meeting held in the Sabha Bhavan, in the premises of Social Workers Training Institute, Bikram village, thirty-two miles off Patna in Bihar State.

The function began with prayer after which Shri Acharya Badrinath Varma, Minister for Education and Chairman, Adult Education Board, Bihar, delivered the Welcome Speech.

This was followed by an address by Shri G. Harisarvottma Rao, Director of the Seminar.

Dr. Amaranatha Jha, President, Indian Adult Education Association, then requested the Rajya Pal to inaugurate the Seminar. Shri R. R. Diwakar, the Rajya Pal, then delivered the inaugural speech.

The meeting was largely attended by all the Delegates and many prominent persons from Patna, including the Secretary, Education Department, the Vice-Chancellor of Patna University and the Director of Public Instruction, Bihar. The meeting came to a close with a vote of thanks proposed by Dr. Amaranatha Jha. After the meeting was over Dr. Amaranatha Jha gave an 'At Home' to the Delegates and the guests.

Purpose and Scope of Social Education explained

The Plenary Session of the Seminar began at 9 a.m. on 23rd October 1953. At the outset, the Director Shri G. Harisarvottama Rao paid touching tributes to the memory of the late Shri Shafiq-ur-Rehman Kidwai and Shri B. Srinivas Rao, two veteran workers in the field of Social Education, and made a feeling reference to the services rendered by them to the cause of education in general and to that of Social Education in particular. The Delegates then stood up and prayed in silence as a mark of respect to the departed.

A standing Panel of Reporters for recording the proceedings of the Plenary Session was formed consisting of: Shri N. P. Jain, Shri Srinandan Prasad and Shri Parsiddha Narain.

Then followed the introductions, each Delegate introducing himself briefly.

The Director then proceeded to explain the Working Paper. Before doing so he made certain observations appreciating the rural setting of the present Seminar and suggested that the existing food arrangements did not seem to fall in line with the real rural setting in which the Seminar was being held and that it would be better to bring the same in line with the resources available in villages.

So far as the existing food arrangements were concerned the following panel of members was appointed to supervise the arrangements and suggest necessary improvements: 1. Shri V. B. Karnik. 2. Shri S. Raghavan. 3. Shri Neki Ram Gupta and 4. Dr. D. B. Shastri.

Coming to the subject matter of the Seminar and the Working Paper, the Director observed that it was felt that the non-official representation on the various schemes of Social Education in the different States was not adequate and that it was desirable to associate more non-official elements with the schemes.

The participation of Elementary School Teachers, he added, was inevitable in Social Education programmes.

The practical side of the work of Social Education was of much more importance, he remarked, than the mere theoretical on ideological aspect. Continuing he observed that even in some of the advanced States engaged in higher Social Education training there was no adequate provision for

imparting training in crafts which were very important in any scheme of Social Education. The artisans, he believed, must have a place of importance in the organisation of Community Centres. Then again, as Gandhiji had said, due emphasis must be laid on character-training of the workers. In fact, the workers themselves were as much a subject of Social Education as the people for whom Social Edution was provided.

He added further that Literacy continued to be the most important item of the Social Education programme because there was evidently no other method of self-education than the printed word, even though literacy might not be the first step in a programme of Social Education.

While referring to Social Education and training for higher type of work, Sri Rao observed that these could never be financed adequately by the State Governments only. It was necessary, therefore, to have institutions providing Social Education and higher training financed through non-official resources.

He then presented the topics that should be constantly kept in view by the participants while discussing the Working Paper. These are as follows :—

1. Training of Social Education workers for literacy.

2. Training of Social Education workers for follow-up work and extension classes.

3. Training Social Education workers for organising Coummunity Centres.

4. Organisation of short-term courses of training for

(*a*) School students ;

(*b*) University students ;

(*c*) Inspecting staff and administrative officers ;

(*d*) Recreation and entertainment activities.

5. Examination and scrutiny of the existing syllabuses for the training of Social Education workers.

It was agreed that the points mentioned above should be taken into consideration by the discussion groups while discussing the details of the Working Paper.

After the Director had explained the Working Paper, the Delegates discussed it and re-arranged and re-touched the topics for group discussions. A number of Delegates participated in the discussions and subjected the Working Paper as well as the topics to close scrutiny and critical examination. As a result of these discussions, certain amendments were introduced in the details of the Working Paper as previously circulated under Section II of the comprehensive Working Paper. The form in which it was adopted is as follows :

Section II.

Sub-Section 1.

I. Methods of operation. (1) Formal. (2) Informal.

II. Types and classes of Social Education Workers with reference to welfare and education of :

(1) Children.
(2) Youths.
(3) Women.
(4) Labourers.
(5) 1, 2, 3, 4 in rural surroundings.
(6) 1, 2, 3, 4 in urban surroundings.

(*a*) Types :

(1) Full-time paid workers.
(2) Part-time paid workers.
(3) Spare-time voluntary workers.

(*b*) Classes :

1. Administrator or Organiser.
   (i) Full-time paid worker.
   (ii) Part-time paid worker.
   (iii) Spare-time voluntary worker.
2. Social Education Organiser at village level.
   (i) Full-time paid worker.
   (ii) Part-time paid worker.
   (iii) Spare-time voluntary worker.
3. First stage Social Education teacher with literacy as the main objective.
   (i) Part-time paid school teacher.
   (ii) Part-time voluntary teacher.
   (iii) Student teacher.
4. Social Education teacher of higher grades.
   (i) Full-time paid teacher.
   (ii) Part-time paid teacher.
   (iii) Voluntary teacher.
5. Student volunteer.
6. Social Education Camp Organizer.
7. Multi-purpose village level worker or Leader of Community Centres.

8. Rural Youth Welfare organizer.

III. (a) Work expected from each type and class.

(b) Qualifications and experience necessary for workers of each type and class.

(c) Methods and selection of trainees.

Sub-Section B IV.

(a) General syllabus of training for all types and classes of Social Education Workers; (1) Theory. (2) Practical work.

(b) Modifications required and emphasis necessary in the training of each type and class.

Sub-Section V.

(a) Duration of training for each type and class of Social Education Workers, regard being had to the availability of trainees, and finance.

(b) Types of training classes and techniques of assessment; (1) Diploma. (2) Certificate. (3) Refresher. 4. In service.

Sub-Section C VI.

Instruction for Training Centres for each type and class of Social Education Worker—experience and qualifications necessary and techniques of training.

Sub-Section VII.

Centres for training for each type and class of Social Education Workers.

(a) Existing institutions–How they can be utilised.

(i) Schools—Basic, Middle and High, organisation of extension classes.

(ii) Different categories of institutions for training teachers.

(iii) University and College.

(iv) Institutes of Social Work and Social Sciences.

(v) Janata Colleges or institutes for training in Social Education.

(vi) Vidyapeeth.

(vii) Voluntary Organisations.

(viii) Government Training Centres (including those under the Development Plans).

(b) The need for provision of sufficient number of centres for training.

Sub Section D VIII.

Financial provisions for training.

(a) Salaries of instructors.

(b) Stipends for Social Education Workers under training.

(c) Equipment for Training Centres for each type and class of Social Education Workers.

(d) Over all requirements.

Sub-Section E IX.

Review of existing training facilities for Social Education Workers and evaluation of training schemes of:

(a) Union Government.

(b) State Governments.

(c) Voluntary Organisations, and suggestions for their integration and coordination.

In the afternoon at 3 o'clock, the plenary session met to form discussion groups. Five Discussion Groups with leaders and recorders as mentioned below were formed:

	Leader	Recorder
Group A :	Shri B.M. Kapadia	Shri J.P. Shah and ,, A. P. Agrawal.
Group B :	Shri N. R. Gupta,	,, S. R. Mohsini
Group C :	Miss Aney B.H.J. Rustrmjee	Shri Durganand Sinha, and Shri R. S. Shahi
Group D :	Shri S. Raghavan	Shri K.S. Munisawmi
Group E :	Shri V. B, Karnik	Shri S.D. Vashishtha

After some discussion, it was decided that the same sub-section of the amended Working Paper would be taken up on a particular day by all the five Discussions Groups according to the time-table given below:

October	24th	...	Sub–Section	A
,,	26th	...	,,	B
,,	27th	...	,,	C
,,	28th	...	,,	D
,,	29th	...	,,	E

The leaders would submit the report of the discussions of the day to the Secretary-General positively by 3 p.m. on each day so that it might be taken up at the Steering Committee the same evening which would collect the reports for presentation before the Plenary Session the following day.

A paper entitled 'Vidyapeeth' as a Training Centre prepared by Shri Rajathadri was read by the author. It received general appreciation.

It was announced that the Moda Mandalis (Entertainment Parties) working under the Bihar Social Education scheme would give an entertainment at 9 o'clock that evening in the Assembly Hall.

The Plenary Session of the Seminar was held on 24th October 1953 at 9 a.m. The Director Shri G. Harisarvothama Rao explained the first Section of the Working Paper.

From 9-30 onwards the five Groups met separately to consider Section I of the Working Paper. All the Groups submitted their reports in time and the reports were placed now before the Steering Committee for collation and formulation of the final recommendations to be placed before the Plenary Session on Monday. The Steering Committee consisted of 1. Director, 2. Associate Director, 3. Secretary General, 4. Shri A.R. Deshpande, 5. Shri Saligram Pathik, 6. Shri B. L. Gaur, 7. Miss B.H. J. Rustomjee, 8. Shri S. Raghavan, 9. Shri V. B. Karnik, 10. Shri Neki Ram Gupta and 11. Shri B. M. Kapadia. Mr. S. C. Dutta, the Associate Secretary of Indian Adult Education Association, attended the Streering Committee by the special permission of the Director.

In the evening the Delegates visited two villages where work is being carried on the field of Social Education and extension work.

At 8-30 p.m. the Director opened the Exhibition organised by the Bikram Basic Training Institute.

The Delegates spent the whole of 25th October 1953 in excursions. They visited Rajgir, Nalanda, Pawapuri and Har Mandir at Patna City. The Delegates started at about 7-15 in the morning and returned after 12 midnight.

The Streering Committee met at 8-30 a.m. on 26th October, 1953 to consolidate the Group reports on Section A. The Plenary Session commenced at 9-30 a.m. when the Director indicated the subject for the Group discussion. The Groups began their work at 10 a.m. when existing training schemes and syllabuses were discussed. The Plenary Session met again at 3 p.m. when Shri A. G. Vilva Roy read a paper on Training of Social Education Workers, followed by a discussion. At 6 p.m. the Delegates were entertained by the members of Moda Mandali who enacted a playlet called "DAHEJ"

At 7-30 p.m. Shri Saligram Pathik gave a demonstration of the chorus key method in literacy work before the Delegates. The Streeing Committee met at 9 p.m. and fixed the programme for 27th October '53.

The Groups met between 8-30 and 11 a.m. on 28—10—1953 and discussed Sub-Section Four of the Working Paper. The Streering Committee met at 11 a.m. and consolidated the Group reports on Sub-Section Three. There was a Plenary Session between 3 and 4 p.m, during which Shri Shiva Nandan Mahto, M.A. Instructor, Social Workers' Training Institute, Bikram, read a paper on the Problem of Literacy in India and Shri P.N. Sharma, also Instructor, Social Workers' Training Institute, Bikram, read a paper on 'In Search of a Foundation'. A brief discussion followed the reading of the papers.

Dr. Amaranatha Jha's Address :

Dr. Amaranatha Jha, President, Indian Adult Education Association, addressed the Delegates during the afternoon session. He advised the Social Education workers not to depend too much on Governmental support. Citing the example of China, he said that the worker must shed his superiority and identify himself with the people. A few questions were asked by the Delegates at the end of the address to which Dr. Jha suitably replied.

The Delegates paid a visit to the village of Akhtiarpur between 4 and 6 p.m. They were shown the constructive activities undertaken by the people in the village. The Delegates also witnessed a programme of entertainments organised by the people and participated in the 'At Home' arranged for them.

The Plenary Session again met at 7 p.m. and considered the consolidated report of Sub-Section Three. The report was adopted after discussion and with necessary modifications. The Steering Committee

The God in the adult must be awakened

Shri G. H. Rao's address to the National Seminar

The following is the full text of the address by Shri G. Harisarvottama Rao, Director of the Fourth National Seminar, delivered at the first Plenary Meeting on 22nd October 1953 :—

Your Excellency, Sri R. R. Diwakar, Governor of Bihar, Sri Acharya Badrinath Verma, Education Minister and Sisters and Brothers!

The subject for the Fourth Indian National Seminar has been set as "Training of Social Education Workers." Social Education ranges from rudimentary attempts at teaching adults reading and writing to education of men for full-fledged, full-timed service of the community in all fields of life from street sweeping and scavenging to actively helping in carrying out projects of irrigation. It is worked under very varying conditions—city, semi-urban, rural and tribal. It involves service to both sexes—men and women. Apart from noble individual efforts, efforts have been made for spreading Social Education by numerous Associations specially set up for Adult or Social or Fundamental Education, by other normally functioning educational institutions, by numerous Social Service Leagues, by religious missions, by several Asramas that have sprung up all over the country to work Gandhian ideology into the web of Indian life and by Government Departments and Universities. Even Tutorial Colleges have claimed to be doing the work of Adult Education. Every individual claiming to carry on education either for the adult or the child must have some type of equipment and training.

In order to bring together the best in the training programmes of the country, to study, examine, and sift as also to suggest improvements, the Fourth Indian National Seminar is being held.

That we meet at Bikram in Bihar of ancient glory on the occasion of the Fourth National Seminar on Social Education to discuss the subject of Training of Social Education Workers has a significance all its own. The topmost man in India today, the President of the Indian Union, Babu Rajendra Prasad, is a well-trained son of Bihar. This is current history. In the past Bihar gave to the world men who have stood out as examples of souls trained for the highest of purposes, the realisation of love, mercy, kindliness and Godliness. They have left to posterity teachings that would benefit anyone aspiring to realise himself. Buddha under Bodhi tree at Gaya, his disciple Asoka with his Edicts on stone pillars, Mahavira of Vaishali have bequeathed to the world priceless treasures of thought. The Asoka Chakra, the emblem of Asoka, has become our National Emblem.

With all this history handed down to posterity and circulated all over the world through the printed word, we, as a nation, did not attract respectful attention of foreign Powers till the great Gandhiji in the line of succession to the Buddha achieved independence for us by the practice of principles of life enunciated by our seers of old.

Why India is acclaimed

When Minu Masani, several years ago, published his book 'Our India' and drew up an illustration geographically equating India to Germany, Yugoslavia, Hungary,

---

met at 9 p.m. and settled the programme for 29th October 1953.

A programme of talks and demonstrations on Literacy Methods was given between 9-30 and 10-30 p.m. by Shri Swami Prakash Anand, Shri Jagadamba Sharan Roy and Shri Chandreswar Prasad Sinha.

Rumania, Scandinavia, Spain, France, Italy, the Balkans, Great Britain, Ireland and Switzerland all put together, it remained a geographical comparison, each one of these countries being considered a giant in its own right. What appeared to the eyes of the foreigner as significant with regard to us was that India was a confused mass of castes and creeds at war with one another. But lo! the achievement of Independence has changed all this and we are hailed, without either great armies or navies or atomic secrets, as a land worth attention, as a leader for the time being of non-White society. In addition to it, visitors to India today see in our country the hope for the future of the world. They realise that 36 crores of men, about one-seventh of the human race, are held together, not by fear of the police baton or the atom bomb, but by the thread of divine love ingrained in the blood of the sons of Bharat Varsha through the disciplined life of its great Rishis and sages. The all round depression in which the Britishers left us and which has been intensified by happenings in the world of which we form an inalienable part is heavily on us yet; but, still the country has shown a remarkable capacity to bear with very difficult situations. That gives hope to men, like me, in the face of obstacles which look Himalayan in their dimensions, and we are assembled to press further forward the proper training of men for life's purposes which include improvement of the life of the people all along the line from the economic to the spiritual. That is really the job of the Adult Educationist. Let us not run away with the idea that all this is grandiloquence. We must either rise, be it step by step,—and we cannot help its being step by step for that is the way of evolution—to our highest stature or go down once again to depths from which no recovery is possible.

From the trend of events in our country the desire to rise is strong. It grows stronger from day to day. In men of earnestness a certain amount of even impatience at the slowness of progress is markedly visible. I have myself often felt a certain amount of impatience that things do not move sufficiently rapidly. Recently I read a report in newspapers that only 20 per cent of children of school-going age were at school in this State of Bihar. I was not prepared to believe it. I obtained a copy of a Statistical Survey of Education in the States of the Indian Union for 1949-50 by the kindness of Dr. Jha and found in it that only 27.3 per cent of children of school-going age in Bihar were provided for. Though it is better than 20 per cent it is still a revelation that in the State in which Dr. Rajendra Prasad was born the educational level should be so low as that. With an atmosphere of such huge illiteracy in growing children, can we expect a bright picture of Adult Education? A certain amount of impatience does arise in the most robust minds. But shall we allow our impatience to develop into despair? No, emphatically no. We believe that we have, everyone of us, the spark of Godhood in us. The adult must be educated and the God in him awakened. The atmosphere must be created wherein the parents of children become conscious of the advantages of education and strain every nerve to get their children educated. Our impatience should drive us to greater and greater action, to incessant watchfulness to find out where really the defect lies. The struggle to find means to make the lives of our adult population happier and nobler is the noblest of struggles.

Activities in Bihar

I understand that the present Education Minister and Education authorities in this State are earnest men. Let us hope they will do their best. I have fairly realised the truth of it after a tour of a part of Bihar. I was first in Turki—Vaisali Siksha Vikas area. I had opportunity to look into two important institutions that have begun to function as main institutions in the new scheme which is being worked as a part of the Five-year Plan—Sarada Sadana Pustakalaya, Lalgunj, and the Sarvodaya Mahavidyalaya, Turki, with the Janata College (Social Training Institute) attached. I spent two hours and a half at the Library and a whole night and two hours the next morning at the Sarvodaya Mahavidyalaya. The Vidyalaya was not at work on account of the Pooja holidays. But I had conversations with

the Principal and the Professors. I certainly felt that these institutions could contribute remarkably to the progress of Social Education. I proceeded further and visited ten institutions in all at Vaisali, Chakramdas and Chakkia on the way. The enthusiasm of people was well in evidence. I had the organiser of the area with me who explained to me the work that he was doing in many spheres of rural service. I discussed a very large number of problems with him and made suggestions of my own. He was very earnest and appeared to be resourceful. I expressed to him my own view that the Literacy side and further education of the adult required a little more attention. The second area I visited was Pusa and the surroundings. This is a Community Project area. I saw in this area the great co-operative spirit in which the Educational Department, the Community Projects Department and the Panchayats were carrying on their work and drawing out the capacities of the people for self-help and self-reliance. The Executive Officer of the Community Projects Sri Abdul Hamid, the Assistant Sri Mukherij and the Deputy Superintendent of Education were very enthusiastic about literacy and further education of the adult and in the entertainments organised good propaganda was put in for this activity in addition to the other Community Project activities. In the Community Project areas Social Service items are looked after by others and the Adult Educationist is left free to do his part of the work thoroughly. Therefore where there is Departmental co-operation and harmony the Education side is at an advantage.

In addition to the suggestions I made locally to the friends on the spot conducting Social Education work I am sending up to the Bihar Government separately a few other suggestions for their consideration.

You will thus see that what I have learnt from others has been implemented by experience in regard to the Education Minister and the Education Authorities of your Province. I congratulate them on the good work that they have started. We require to remind ourselves always, however, that the sum-total of human life is made up of what appear to be very small details. We must cultivate the urge to fashion the least little detail in such a manner as to make it fit into the grand structure of human life. Training and discipline in the minutest details and the most elementary matters is the foundation for raising the grandest edifice. The Seminar that meets within sight of Buddha's self-realisation has set its heart on finding methods to train and discipline men who will guide from the lowliest step the adults of this country to the mount Kailas of national achievement which has already begun. We live to reconstruct the life of our dear Motherland as the pattern to the world. This is a glorious era in which we live. Only we must have eyes to see, hearts to feel and the will to work—to work at our post of duty whether it be big or small, high or low. Not one soul in the world may be considered irredeemable. Everyone of our brothers and sisters is a life spark and requires our care, affection and attention. None may be left without the opportunity to develop himself or herself into a healthy member of society living a full life and contributing to the great consummation of human happiness which, in our languages, has a finely sublimated expression "Ananda" that is not easily translatable into other languages. Let us beware, "Ananda" is not a philosophical abstraction. It does not exclude physical happiness. It is real happiness founded on the enjoyment of Dharmic life, a life of harmony. When we were slaves we had not the opportunity to bring Ananda into the life of men. Today we are free. We are on the threshold of great changes in the world's conception of life. It is falling into a pattern of Harmony emerging out of a life of Conflict and Competition. Having a tradition of life of harmony, not merely between individual and individual in human society, but harmony with all the created world, shall we lag behind at this critical juncture in the world's progress? Shall we not train and discipline ourselves to reshape the world into a life of Ananda? I, therefore, feel, friends, that as we deal with what may appear to be very mundane matters of detail in the processes of Social Education, we should always keep in mind the high purpose and enliven the detail with the Sublime worked into it to lay the foundation for a co-operative life conscious of a Cosmic Existence. This is an

7 - DEC 1955

Adult Education in the United States

(Contributed)

In the United States opportunities to learn do not end when young people leave high school or college. In almost every city and town and in many villages, schools are open one or more evenings to those who wish to learn. At present about 30,00,000 adults are enrolled in some kind of educational programme in public schools alone. Adults in many walks of life feel the need to know more about scientific developments, about improving their home and family living, about community and world affairs, about foreign languages and their own language, and the need for education which helps them make more constructive and creative use of their leisure time. Advances in medical science have increased man's life span which also acccounts for corresponding interest in adult education. Surveys and increased enrollment show that more and more people want to continue their learning throughout life.

Many agencies, both public and private, are providing opportunities for Adult Education. In some cities the city school systems have a director of adult education for the entire city who is directly responsible to the superintendent of schools, In others the programmes are organised in connection with an elementary or secondry school, or with a junior college, in which case the director, whe may be the school principal, assumes responsibility only for his own programme.

Schools are developing new methods and approaches to adult educational servicrs beyond institutional walls, They extend their influence by training community leaders, helping community organisations to improve their educational activities, and providing educational materials, equipment and facilities for out-of-school groups. Many educational activities are conducted on a co-operative basis with clubs, labour unions, business firms and committees of citizens.

Public and private colleges and universities that conduct evening schools in which students may work for degrees play an important role in adult education. Approximately 8,00,000 adults are enrolled in general and specialised off-campus classes offered by state universities and other institutions of higher learning. Many of these institutions offer both credit and non-credit correspondence courses at college and, occasionally, secondary level. Community colleges, which may enroll the students for literacy training, elementary courses, secondary school courses and informal and non-credit courses, as well as for regular college subjects, also assume responsibility in adult education.

Private organisations, such as the Young Womens' Christian Association, community centres, churches, various types of clubs, study groups, national health and safety organisations and labour unions, provide a wide variety of adult education activities. Most of them are supported by fees, dues or contributions. Each year private correspondence schools alone enroll about a million students.

In addition to adult education programme alredy described, the Extension Service of the Department of Agriculture, through country agricultural agents, home demonstration agents, 4-H clubs and a system of volunteer neighbourhood leaders, serves nearly 70,00,000 annually. These agents work with community groups, providing information, resources and general advisory service on special problems. Through 4-H clubs, young people work on various projects, such as stock raising, growing crops. canning and preserving and sewing.

Through printed materials, visual aids, demonstrations and public meetings, these country agents also pass on to farmers, housewives and farm youth the results of research carried on in experiment stations and colleges.

Public libraries, too, are expanding their adult education activities by providing more books and by adding record and film collections and equipment. Bookmobiles—motor trucks stocked with books-take books

---

appeal not merely to the participants in the Seminar but to the wider Indian leadership outside including the great men that form parties, fight elections and capture power, all in good faith, let us grant. JAI HIND!

magazines and pamphlets to small rural communities. Large numbers of branch libraries are being established to make information available to more people.

Adult education is increasingly becoming a responsibility of public education. Twenty-four states allocate funds to help support local school programmes, but in most cases, state aid pays only a small part of the cost. Education departments in nearly a third of the states have full-time personnel to develop adult education programmes. Several others have staff members who devote part-time to them. Since World War II a number of states have added directors of veterans' education who are concerned primarily with adult education. All states have directors of vocational education who supervise programmes of occupational training for adults.

The federally aided programme of vocational education provides vocational training for two groups of people—those enrolled in full-time schools and those workers who have left the full-time schools to enter employment but who return for further instruction. The latter is essentially an adult group. Of the total number of persons, 3,094,646 enrolled in public vocational education programmes in 1949, 1,931,946 or 62 per cent, were members of evening and part-time vocational classes and helped to increase the total of people in adult education programmes. Every state operates vocational education courses in the fields of agriculture, business, home-making and industry, and education for adult workers in these fields is available in every state.

THE NINTH SOUTH INDIAN ADULT EDUCATION CONFERENCE

Circular to delegates and visitors

The following Circular dated 9—12—'53 concerning the Ninth South Indian Adult Education Conference which is to be held at Tirupathi on 9th and 10th January 1954, has been issued by Sri L. M. Pylee, President, Sri G. Harisarvottama Rao, Chairman of the Executive Committee, and Sri T. J. R. Gopal, Organising Secretary, South Indian Adult Education Association :—

The Ninth South Indian Adult Education Conference will be held on 9th and 10th January 1954 under the Presidentship of Sri N. G. Ranga, Member, Council of States. Sri K. S. Ramaswamy Sastriar, Honorary Organiser for Adult Education to the Government of Madras, will inaugurate the Conference.

The Conference will be the guest of the citizens of Tirupathi and the local Adult Education Committee. Sri C. Anna Rao, Executive Officer, Tirumalai Devastanam, Tirupathi, has been kind enough to agree to be the Chairman of the Reception Committee of the Conference. Free accommodation will be provided for the Delegates and visitors of the Conference by the Reception Committee for which previous intimation may be sent to the Secretary, Reception Committee, Ninth South Indian Adult Education Conference, Municipal High School, Tirupathi. The exact time of the arrival of the Delegates and visitors of the Conference may be intimated to the Secretary so as to enable him to arrange to send volunteers to receive them and to take them to their lodges.

Adult Education Exhibition :—In connection with the above Conference, an Adult Education Exhibition will be organised. Sri N. Mahalingam, M. L. A., Pollachi, has kindly consented to inaugurate the Exhibition. Those interested and engaged in Adult (Social) Education may kindly send their materials to the Secretary of the Reception Committee at an early date before the dates of the Conference.

Programme :—The programme of the Conference will consist of General and Sectional discussions and resolutions. In General Session subjects will be presented by representative speakers who will briefly present the resolution of the Sectional meetings so as to avoid elaborate discussions at the General Session. All Delegates who wish to present papers on any subject connected with Adult (Social)

Education are requested to send the draft resolutions so as to reach the Secretary, South Indian Adult Education Association, Mount Road, Madras-2 or the Secretary of the Conference at Tirupati on or before 5th January 1954.

A special Session for ladies may be organised. Tours to places of interest in and around Tirupati may also be organised. Mrs. T. N. Ramamurthy, former Principal, Queen Mary's College, Madras, will preside over the women's session.

Language of the Conference:— The official language of the Conference will be English. Speakers will be entitled to use their own language but translations will be made into English whenever necessary or needed.

Membership.—The membership of the conference is open to all members of the South Indian Adult Education Association and the members are entitled to receive all the publications of the conference free of cost.

Fees: Patron Rs. 100; Donors Rs. 50; Institution Rs. 15; Reception Committee members Rs. 10; Individual Delegates Rs. 5. This membership fee will include the fee for the membership of the Association.

In view of the various issues that await discussions thereat, we appeal to the State Governments in South India, to all Educational Institutions, to Social Service Organisations, and to Local Bodies to depute one or more representatives to attend the conference. We also appeal to all Adult Education Workers and Sympathisers to support the cause of Adult Education by rendering financial help. The final and complete programme of the conference will be made available early before the Conference.

This Conference is of very great significance as it is held just after the Andhra State is formed. The South Indian Adult Education Association welcomes the formation of the new State and congratulates the Andhradesa Library Association which has all along been working in close collaboration with our Association in matters of Adult Education and the Andhras in general upon their achievement. This Association has always stood for the unity of South India which has consisted of several States. That the Andhra State will be added to the number makes no difference for our Association. We shall continue to stand for the same unity as previously probably with this difference that the Andhradesa Library Association will deal with its own State for purposes particular to that State.

Further particulars may be obtained from the Secretary, South Indian Adult Education Association, 10, Narasingapuram Street, Mount Road, Madras—2. (Phone: 85397) or from the Secretary, Tirupathi Adult Education Committee, Municipal High School, Tirupathi.

Note:—The Boarding facilities will be arranged by the Secretary of the Reception Committee on payment of Rs. 2 per day, to the Delegates and others of the Conference. The Boarding Fee should be given in advance.

Gandhi and Gokhale Films Shown to Adult Pupils

With the help of the projector and filmstrips lent by the United States Information Service, films of varied interest were shown to the pupils of the Asoka Society's Adult night School, G. T. Madras.

Lantern slides on the life of Mahatma Gandhi, lent by the Madras City Harijan Sevak Sangh, were shown on 28—11—'53. Slides on the life of Gopala Krishna Gokhale, which were lent by the Servants of India Society, Madras, were shown on 5—12—'53. When the films and slides were shown, they were explained by Mr. T. Neelakantan, Secretary, Asoka Society, in easy language and in an interesting way.

Mr. M. R. Perumal Mudaliar, Adult Education Officer, Government of Madras, visited the Adult Night School on 19—12—'53, when films and slides were being shown to those present.

Edited by Sri G. Harisarvottama Rau and Published by Sri T. J. R. Gopal for S.I.A.E.A., at No. 10, Narasinghapuram Street, Mount Road, Madras-2, and Printed by Sri S. Sundaresan, L.P.T., at the Central Co-operative Printing Works, Ltd., Dinroze Estate, 1/17, Mount Road, Madras 2